# CHAPTER I

# INTRODUCTION

In this chapter, the researcher will explain about Background of the Study, The Statement of the Problems, Objectives of the Study, Significance of the Study, Scope and Limitation and Definition of the Key terms.

## Background of The Study

In the world, all of people need language for communication, whether it is a verbal or non-verbal. There are many languages in the world, such as Indonesian, English and etc. One of languages the most important is English. We can see about the globalizations era and now English as an International language, therefore everybody, especially for students, have to learn about the English since they were in elementary school. This role is also used by EFL learners.

For learning English, there are many skills must be mastered by students, namely listening, speaking, writing and reading. For several types of skills, reading is one of the ways for students to increase the ability of learning English . Reading is really important for the students. Reading is recognition of words, from the simple recognition of the individual letters and how these letters form a particular word to what each word means not just on an individual level, but as part of a text ( Tenant, 2013: 67 ). It means that by reading students can get more knowledge and information.

 Not all of students like reading, they are usually show saturatio when they found a reading text. In the real situation in SMP Negeri 01 Kamal. Very a few of

the students like a reading text. Although from students who like it, they still cannot determine the topic and main idea of the text. Besides, they are not interested and ignore the reading lesson. Here we have a strategy which can be used to help the students’ reading ability and can make them interest in following the leasson.

In this research, the researcher use a Collaborative Strategic Reading (CSR). Collaborative strategic reading is good to be implemented in reading comprehension. Because it helps, among others, build class spirit, the feeling that every student is involved (Harmer, 2012). Collaborative Srategic Reading is a reading comprehension strategy found by Klingner and Vaughn in 1987. This strategy combines modification of reciprocal teaching and cooperative learning strategy (Abidin & Riswanto, 2012). It is divided into three phases they are before, during, and after reading activities. Klingner et al. (2012) divided CSR into before reading (Preview), during reading (Click and Clunk, and Gist strategies), and after reading (Wrap up). It means that this strategy will be very helpful the sudents in reading comprehension at SMP Negeri 01 Kamal.

In teaching reading, there are many problems come from the students. The students found it difficult to read book in English. They have low vocabulary when they read some of text of reading, they have a problem to understand the content because they have a lack of vocabulary. The students also have a problem to find out the main idea in the reading passage.

 So that way, the researcher uses the collaborative strategic reading (CSR) to make teaching reading have been created to assist students in reading. According to (Zarei & Naamaei, 2014) state that Collaborative Strategic Reading (CSR) is a systematic and distinct approach for teaching strategies that increase reading comprehension. It has been claimed to be very advantageous not only in offering the fun or entertainment in the classroom but also in improving students’ performance. Basically, people do not automatically learn how to read. Event thought reading is not something individually learned. It is even argued that teachers spend more time teaching reading than teaching any other skills.

Based on the statements above, the researcher would like to conduct this research by the title “The Effect of Collaborative Strategic Reading (CSR) on the students’ reading recount text at the Second Grade of SMP Negeri 01 Kamal”.

* 1. **The Statement of The Problem**

Based on the background of the study, the researcher formulate the statement of the problem is “do the students taught using collaborative strategic reading (CSR) gain better on reading ability than those not taught using CSR at the Second Grade of SMP Negeri 01 Kamal?”

## Objective of The Study

In line with the statement of the problem, the objective of the study is to investigate the effect of collaborative strategic reading (CSR) on the students’ reading ability at the Second Grade of SMP Negeri 01 Kamal.

## Significance of the Study

 The researcher expect that the result of this study can be use as additional information for the following people like, English teachers or readers whose attention to the the students reading improvement. It may motivate student to improve their interest in reading since they will found out that reading materials are not always complicated, boring, monotonous, and discussing with uninteresting ways only. The resercher get knowladge and experience about motivating in learning English.

## Scope and Limitation

This research is focused on the teaching reading ability using collaborative strategic reading (CSR) at the Second Grade of SMP Negeri 01 Kamal.

The limitation of this research is Second Grade students of SMP Negeri 01 Kamal.

## Definition of The Key Term

In this research the researcher take three key terms to make this study clearly, they are

1. Collaborative Strategic Reading is a reading comprehension strategy found by Klingner and Vaughn in 1987. This strategy combines modification of Reciprocal Teaching and cooperative learning strategy (Abidin & Riswanto, 2012).
2. Recount text is a text that telling the researcher about one story, action or activity. Its goal is to entertain or informing the reader. Wardiman, et.al (2008:61)
3. Reading is an active process that requires a great deal of practice and skill. The reading makes the students practice in reading book, newspaper, magazine, and etc to get more knowledge and information (Moreillon, 2007:10)